



Gold Hill Elementary

1000 Dave Gibson Blvd.

Fort Mill, South Carolina

Grades	K-5 Elementary School	
Enrollment	822 Students	
Principal	Mrs. Terry Brewer	803-548-8250
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Jan Smiley	803-548-7258

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

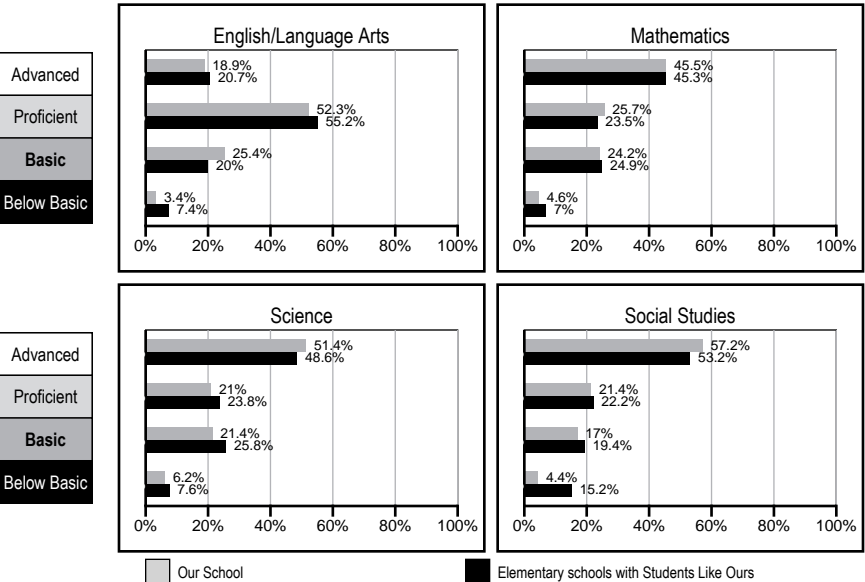
95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	2	0	1	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=822)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.4%	1.0%	2.3%
Attendance rate	97.1%	Up from 96.9%	97.1%	96.3%
Eligible for gifted and talented	31.8%	Up from 31.1%	39.5%	10.4%
With disabilities other than speech	7.1%	Up from 3.5%	3.2%	7.5%
Older than usual for grade	0.7%	Up from 0.6%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	69.5%	Up from 60.7%	69.5%	56.7%
Continuing contract teachers	81.4%	Up from 80.4%	81.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.3%	Down from 88.8%	88.2%	86.4%
Teacher attendance rate	93.3%	Down from 93.4%	93.3%	94.9%
Average teacher salary	\$49,220	Up 5.0%	\$47,160	\$45,345
Professional development days/teacher	10.6 days	Down from 12.6 days	9.5 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 20.3 to 1	19.0 to 1	18.5 to 1
Prime instructional time	87.9%	Down from 88.6%	87.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	99.3%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,139	Up 6.3%	\$8,080	\$7,052
Percent of expenditures for instruction*	76.1%	Up from 73.6%	72.5%	69.1%
Percent of expenditures for teacher salaries*	73.1%	Up from 70.6%	60.2%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Gold Hill Elementary School (GHES) is a K-5 school serving about 820 students. Due to the rapid growth we are experiencing, GHES has had an enrollment freeze for this school year. The mission of GHES is to be a learning-centered school committed to academic success for all students, maximizing their potential as life-long learners, and enabling them to become contributing members of society.

Goals and Objectives for 2007-2008

Using the Fort Mill School District Strategic Plan and the GHES School Improvement Plan, our School Improvement Council, PTA, faculty, and staff worked together to establish goals for improvement for this school year. Increasing the number of students scoring Proficient and Advanced on PACT Math, ELA, Science, and Social Studies, expanding the use of technology, and utilizing data to make instructional decisions were just a few of the goals for the year.

Accomplishments for 2007-2008

GHES is fully accredited by the Southern Association of Colleges and Schools (SACS) and maintains an "All Clear" status from the State Department of Education. GHES was recognized as a National Blue Ribbon School of Excellence by the U. S. Department of Education. For the seventh year in a row, the school earned the Palmetto Gold Award. This award program recognizes schools with the highest levels of student academic achievement and the fastest rates of improvement. GHES continued its status as a Red Carpet School recognized by the S.C. State Department of Education. Students demonstrated service learning through such projects as sponsoring Juvenile Diabetes research, collecting canned food for the Fort Mill Care Center, sending postcards to soldiers, collecting Pennies for Patients for the Leukemia/Lymphoma Society, and Jump Rope for Heart. Special programs and initiatives such as Health Club, SOAR to Success, Accelerated Reader, Math Superstars, Computer Club, After School Achievers Tutorial Program, Reading Recovery, Literacy Groups, Brain Boosters, and the Academically Gifted Program give students academic support in advancing their skills. The MAP testing program is providing valuable information about the learning strengths and needs of our students. Our tireless PTA raised funds to build a running track with ten fitness stations, had murals painted in our cafeteria featuring familiar scenes from around our area, purchased a computerized Yamaha music keyboard system, purchased birthday books for students as well as books for classroom libraries, purchased equipment for our school television studio, bought student agendas, and funded numerous teacher requests for supplies and materials.

Plans for the Future

We will continue to assess our strengths and weaknesses as part of a five-year self-study for SACS accreditation. The school will continue to set new goals for improved student performance and will continue to focus attention on teacher quality, parent involvement, safety, technology advancements, and character education. We look forward to many successes as we continue to fulfill the mission of GHES.

Terry Brewer, Principal

Laura Lewis, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	124	103
Percent satisfied with learning environment	98.1%	89.4%	100.0%
Percent satisfied with social and physical environment	94.4%	90.3%	96.1%
Percent satisfied with school-home relations	100.0%	87.9%	97.1%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	414	100	3.4	25.4	52.3	18.9	84.7	71.7	48.2	Yes	Yes
Gender											
Male	214	100	4.7	31	49.8	14.6	81.2	65.7	41.7	N/A	N/A
Female	200	100	2	19.5	55	23.5	88.5	78.3	55	N/A	N/A
Racial/Ethnic Group											
White	369	100	3	24.9	53.1	19	85.9	75.2	60	Yes	Yes
African American	16	100	12.5	43.8	43.8	0	56.3	48.2	31.7	I/S	I/S
Asian/Pacific Islander	14	100	7.1	14.3	50	28.6	78.6	78.1	70.4	I/S	I/S
Hispanic	14	100	0	30.8	46.2	23.1	92.3	62	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	63.6	47	I/S	I/S
Disability Status											
Disabled	42	100	31	47.6	19	2.4	33.3	27.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	54.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	27	100	14.8	44.4	33.3	7.4	59.3	45.3	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	414	100	4.6	24.2	25.7	45.5	80.9	71	45.8	Yes	Yes
Gender											
Male	214	100	5.6	22.5	23	48.8	80.8	71.2	45.6	N/A	N/A
Female	200	100	3.5	26	28.5	42	81	70.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	369	100	3.8	23	26.8	46.3	81.8	75	59	Yes	Yes
African American	16	100	25	25	25	25	62.5	44.3	26.9	I/S	I/S
Asian/Pacific Islander	14	100	0	35.7	0	64.3	78.6	78.1	71.3	I/S	I/S
Hispanic	14	100	7.7	46.2	15.4	30.8	76.9	58.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	46.2	I/S	I/S
Disability Status											
Disabled	42	100	35.7	38.1	19	7.1	33.3	32.5	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	53.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	27	100	18.5	40.7	18.5	22.2	55.6	43.9	31.4	I/S	I/S

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	276	99.6	5.5	21.5	21.2	51.8	73	61.8	35.7	97.1	96.9
Gender											
Male	146	100	4.8	16.6	22.1	56.6	78.6	65	37.4	97.1	96.9
Female	130	99.2	6.2	27.1	20.2	46.5	66.7	58.3	33.8	97.1	97
Racial/Ethnic Group											
White	247	99.6	4.9	21.5	21.5	52	73.6	66.2	49.2	97.1	96.9
African American	11	100	27.3	27.3	9.1	36.4	45.5	34.7	17	97.6	97.1
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	77.8	58	97.1	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	37	24.9	97.4	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	96.4
Disability Status											
Disabled	28	96.4	25.9	29.6	14.8	29.6	44.4	27.3	14	96.4	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	34.5	24.4	97	97.4
Socio-Economic Status											
Subsided meals	18	100	22.2	38.9	11.1	27.8	38.9	29.5	21.1	96.5	96.2

Social Studies

All Students	271	99.6	4.1	17	21.5	57.4	78.9	59.1	34	97.1	96.9
Gender											
Male	136	100	5.9	14	19.1	61	80.1	63.3	36.6	97.1	96.9
Female	135	99.3	2.2	20.1	23.9	53.7	77.6	54.7	31.3	97.1	97
Racial/Ethnic Group											
White	240	100	3.3	17.1	23.3	56.3	79.6	62.3	44.5	97.1	96.9
African American	11	90.9	30	30	0	40	40	38.5	19.1	97.6	97.1
Asian/Pacific Islander	11	100	0	9.1	9.1	81.8	90.9	68.3	58.9	97.1	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.5	97.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	96.4
Disability Status											
Disabled	29	96.6	21.4	25	28.6	25	53.6	32.6	14.4	96.4	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	29.8	27.3	97	97.4
Socio-Economic Status											
Subsided meals	19	94.7	22.2	11.1	22.2	44.4	66.7	31.1	21	96.5	96.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	137	100	4.6	10.7	65.6	19.1	84.7
	4	133	100	3.1	18.8	68	10.2	78.1
	5	154	100	4.9	35.2	55.6	4.2	59.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	154	100	1.9	14.3	55.2	28.6	83.8
	4	133	100	3.8	22.6	57.1	16.5	73.7
	5	127	100	4.8	42.1	43.7	9.5	53.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	137	100	3.8	28.2	38.2	29.8	67.9
	4	133	100	3.1	20.3	29.7	46.9	76.6
	5	154	100	4.2	35.2	26.8	33.8	60.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	154	100	3.2	31.8	16.9	48.1	64.9
	4	133	100	4.5	12	33.1	50.4	83.5
	5	127	100	6.3	27.8	28.6	37.3	65.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	69	100	4.6	35.4	38.5	21.5	60
	4	133	100	4.7	22.7	26.6	46.1	72.7
	5	78	100	11.4	31.4	21.4	35.7	57.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	79	100	5.1	22.8	31.6	40.5	72.2
	4	133	100	4.5	21.1	18	56.4	74.4
	5	64	98.4	8.1	21	14.5	56.5	71
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	68	100	0	22.7	34.8	42.4	77.3
	4	133	100	3.9	18.8	20.3	57	77.3
	5	76	100	5.6	29.2	20.8	44.4	65.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	75	100	0	9.3	29.3	61.3	90.7
	4	133	100	3	18.8	19.5	58.6	78.2
	5	63	98.4	11.3	22.6	16.1	50	66.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

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I/S–Insufficient Sample